

institutions to offer programmes in a flexible and modular manner, was discussed in the 60th Central Advisory Board of Education (CABE) meeting. It was decided that the issue of higher educational framework be further discussed in the next CABE meeting. The objective of the framework is to permit students to seek certification and recognition of a module and thus be able to seamlessly move and progress vertically and horizontally across higher educational institutions. For vocational education, Ministry of Human Resource Development and All India Council for Technical Education have already issued a framework, namely National Vocational Education Qualification Framework (NVEQF). Details of the NVEQF are available at [http://www.aicte-india.org/downloads/NVEQF\\_Order.PDF](http://www.aicte-india.org/downloads/NVEQF_Order.PDF).

(c) No, Sir. Teaching and learning processes in our country are comparable with any other country in the world, though institutions in Europe and USA are more closely associated with industry through research and development. Certain institutions or agencies publish lists of universities or educational institutions ranked globally according to their own criteria. These different international ranking systems use different values, indices and parameters to rank higher educational institutions. These criteria are neither universally accepted nor recognised and are therefore open to criticism about the subjective processes of their evaluation. Nonetheless, we strive for excellence and for due recognition.

(d) The objective of such a standard framework is not to compete with other countries, but to facilitate an unequivocal description of higher education qualification at the national level with the aim that the higher education system of the country is internationally understood and all levels of higher education relate to each other in a systematic and coherent way.

#### **Minority educational institutions under RTE Act**

255. DR. JANARDHAN WAGHMARE:

SHRI N.K. SINGH:

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) the criteria for an educational institution to qualify as a minority institution for the purpose of the scope of the Right to Education, State-wise; and

(b) the status of unaided private minority educational institutions, State-wise?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DR. SHASHI THAROOR): (a) The Right of Children to Free and Compulsory Education Act (RTE), 2009 does not lay down the criteria for recognizing educational institutions as minority institutions. Educational Institutions are granted minority status by the appropriate Government under the National Commission for Minority Educational Institutions Act, 2004.

(b) The list and details of unaided private minority educational institutions are not maintained centrally.

**Sanitation facilities in girls' schools**

256. SHRI BAISHNAB PARIDA: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether attendance of girls in schools has improved with the provision of sanitation facilities in girls' schools in the country;

(b) if so, the details thereof;

(c) the status of provision of such facilities in the girls' schools all over the country-side; and

(d) the time-frame within which all the girls' schools in the country would be covered with the above facility?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DR. SHASHI THAROOR): (a) to (c) The enrollment of girls in schools has shown a considerable increase. As per School Education Statistics (SES) in 2005-06 the enrollment of girls was 6.16 crore in primary schools (class I- V), 2.33 crore in upper primary schools (class VI-VIII) and 1.61 crore in secondary and senior secondary schools (class IX-XII) which has increased to 6.48 crore, 2.92 crore and 2.29 crore respectively in 2010-11 as per SES 2010-11.

As per District Information System for Education (DISE), 37.42% elementary schools in the country had separate girls toilet in 2005-06 which has increased to 60.28% in 2010-11. As per Secondary Education Management Information System (SEMIS) 58.21% secondary schools in the country have separate girls toilets.